

Program Description/Textbook or Print Instructional Material

| | |
|--------------------------------|--|
| Vendor | Pearson Education, Inc., PA Pearson Prentice Hall |
| Web URL | www.phschool.com |
| Title | Momentos cumbres de las literaturas hispanicas |
| Author | Rodriguez |
| Copyright Date | 2004 |
| ISBN | 0131016458 |
| Edition | 1st Edition |
| Course/Content Area | AP Spanish Literature |
| Intended Grade or Level | 9-12 |
| Readability Level | None Available |
| List Price | \$51.29 |
| Lowest Wholesale Price | \$38.47 |

Level of Accommodations Level Three

If Level Two or Level Three, please provide rationale for not meeting Level One Compliance

Rationale Pearson Prentice Hall is unable to provide files in Levels One due to the variety of page layout systems used to create the text. These systems are not compatible with specialized formats such as XML or HTML.

FEATURES**Disclaimer**

The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, or of the Kentucky Department of Education.

Content

MOMENTOS CUMBRES is a literature anthology that provides a collection of Spanish and Spanish-American texts aimed at teaching literary analysis as well as the main period of Hispanic literary production. The literature begins with El cantar de mio Cid and other medieval literature through the post-Civil War literature, the "Boom" in Hispanic-American literature and concludes with a unit on the Female Voice in Contemporary Literature. Students get extensive pre- and post-reading activities as well as a wide range of background information for each selection. A key aspect of the content in this book is that it prepares students for the AP Spanish Literature Examination.

Student Experiences

The book provides students with an amazing range of literary works from the Hispanic literature tradition. In addition, students will be enriched by the many connections (*Códigos*) made to history, language, myths, legends, culture, art, music and other aspects of life that were contemporary with the selections. In addition, students learn to explore and analyze the literature, thereby enriching the experience.

Assessment

There is no formal assessment program with MOMENTOS CUMBRES. The many activities within the Student Edition are designed to serve as assessments.

Organization

MOMENTOS CUMBRES is organized chronologically and the selections are divided into 14 units, each focusing on a different time period. The organization per selection guided students through each work. First, students are provided with pre-reading activities which pose issues related to the text but that also connect to the students' realm of experiences. The next section (Códigos para la comprensión) provide students with the specialized knowledge needed to understand the meaning of the text. The text itself is analyzed through a variety of post-reading activities.

Resource Materials:

Gratis Items to be provided and under what conditions -

Free upon request with a minimum purchase of 25 Momentos Student Editions:
1 per teacher user: Student Audio CD.

Available Ancillary Materials

Research Data and Evidence of Effectiveness

Disclaimer: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, or the Kentucky Department of Education

Note: Please complete this section by indicating the research data and evidence of effectiveness, or give a web site where the information is located. If there is no research data and evidence of effectiveness, please indicate "not available".

Research Available

No

If yes, provide information below.

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

| | | | |
|-----------------------|---|---------------------------|----------|
| Title | Momentos cumbres de las literaturas hispanicas | | |
| Publisher | Pearson Education, Inc. | | |
| Item Evaluated | Text | | |
| Content Level | AP Spanish Literature | Copyright Date | 2004 |
| ISBN | 01310164580131016458 | Date of Evaluation | 07/22/04 |

Recommended YES

Publisher's Explanation of Reviewer's Comments:

Technology Strengths

There is no technology component to this text.

Instruction & Assessment Strengths

This text is endorsed by the AP College Board as an appropriate anthology for teaching AP Spanish Literature. The text contains over 95% of the required readings for the exam, containing excerpts to full passages of required text. In addition, text pro

Organization & Structure Strengths

The organization of this AP text is quite logical, given that its use is for teaching literature. The text is divided into sections with respect to the evolution and various ages of literature, spanning all regions and timelines. The structure, though a

Resource Materials Strengths

The book lacks in resource materials, but the text is strong enough to stand alone, as it alone contains all of the pieces necessary to successfully teach AP Spanish Literature.

Technology Weaknesses

Instruction & Assessment Weaknesses

Organization & Structure Weaknesses

Resource Materials Weaknesses

Technology Comments There is no technological component to be evaluated for this text.

Equipment

| | | | | | | | |
|---------|----|-----------|----|--------|----|-------|----|
| Windows | No | Macintosh | No | CD ROM | No | Sound | No |
|---------|----|-----------|----|--------|----|-------|----|

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Equipment Other

Grade Level

Primary No Intermediate No Middle No High Yes

Audience

| | | | | | |
|------------|-----|-------------|----|-------------|-----|
| Individual | Yes | Small Group | No | Large Group | Yes |
|------------|-----|-------------|----|-------------|-----|

Format

| | | | | | |
|-------------------------|----|------------|----|--------------|----|
| Stand Alone/Independent | No | Integrated | No | Supplemental | No |
|-------------------------|----|------------|----|--------------|----|

Cost

| | | | |
|-----------------|-------|----------------|--|
| Single Copy | 51.29 | School Version | |
| Network Version | | Online | |
| Site License | | Lab Pack | |

Type of Software

| | | | | | |
|-------------------|----|--------------------|----|--------------------|----|
| Simulation | No | Tutorial | No | Critical Thinking | No |
| Management | No | Exploratory | No | Utility | No |
| Interdisciplinary | No | Creativity | No | Type of Software - | |
| Problem Solving | No | Drill and Practice | No | Other | |

Management

| | |
|---|---|
| 0 | Allows customizing for individual learning needs |
| 0 | Allows Students to exit and resume later |
| 0 | Keeps student's performance record, where needed |
| 0 | Allows control of various aspects of software (sound) |
| 0 | Allows printed reports |

Presentation/Interface

| | |
|---|--|
| 0 | Presents material in organized manner |
| 0 | Consistent, easy-to-use, on-screen instructions |
| 0 | Developmentally correct presentation/ format |
| 0 | Adapts to different learning styles/multiple intelligences |
| 0 | Accessible for special needs students |
| 0 | Runs smoothly, without long delays |
| 0 | Easy-to-view text and graphics |
| 0 | Easy-to-hear and understand sounds |
| 0 | Avoids unnecessary screens, sounds, and graphics |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

| | |
|---|--|
| 0 | Provides immediate, appropriate feedback |
| 0 | Presentation/Interface Comments |

| <i>Rating</i> | <i>Strength</i> | <i>Weakness</i> |
|--|--|------------------------------------|
| Identifies a Sense of Purpose | | |
| 4 | The book outlines the purpose of evaluating, discussing, and reading literature, and students can understand the text's function in preparing them for the AP Spanish Lit exam. | |
| Provides Guiding Questions and Instructional Objectives | | |
| 4 | The book outlines the purpose of evaluating, discussing, and reading literature, and students can understand the text's function in preparing them for the AP Spanish Lit exam. | |
| Develops and Builds on Student Ideas | | |
| 4 | This text employs student ability to process the Spanish language as a whole in order to understand literature, using their knowledge and understanding of the Spanish language to appreciate and evaluate Spanish literature. | |
| Encourages student to become an independent learner (performer, creator, speaker) | | |
| 4 | By the virtue of this being an AP preparatory text, the text encourages students to internalize the information so that they may experience individual success on the Spanish Literature exam. | |
| Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included. | | |
| 0 | Not applicable - text falls in line with AP College Board testing standards, not CATS. | |
| Enhances the Learning Environment | | |
| 2 | It is utilitarian in purpose - this is a literary anthology that functions as one unit for AP Spanish Literature by following the College Board list. | The book is sterile in appearance. |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

| <i>Rating</i> | <i>Strength</i> | <i>Weakness</i> |
|--|---|-----------------|
| Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout | | |
| 4 | Reading level is challenging and material is varied and of interest for students taking AP Spanish Literature. | |
| Includes activities and opportunities for integration of technology | | |
| 0 | There is no technological component for this text - text functions on its own for AP preparation. | |
| Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking | | |
| 4 | While students may not research using technology, text is set up to allow students to think critically about the selections they are reading in order to hone interpretive skills for success on the AP Spanish Literature examination. | |
| Is aligned to the Program of Studies and Core Content for Assessment | | |
| 0 | Not applicable - however, the text is in alignment with AP College Board standards for AP Spanish Literature, and the book is recommended as an appropriate anthology for instruction of this class. | |
| Includes opportunities for writing (reviews / personal response / reflection) | | |
| 4 | Text uses writing frequently in conjunction with readings - students are frequently asked to write interpretations of the various stories, as writing is a large component of the AP Spanish Literature. | |

| <i>Rating</i> | <i>Strength</i> | <i>Weakness</i> |
|---|--|-----------------|
| Language skills (listening, speaking, reading, writing) balanced and integrated within each lesson. | | |
| 4 | With respect to skills needed for AP Spanish Literature preparation, skills (reading/writing) are well-balanced. | |
| Students are given opportunities to communicate in target language in contextual, meaningful, and authentic situations for interpersonal, interpretive, and presentational modes/purposes. | | |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

| <i>Rating</i> | <i>Strength</i> | <i>Weakness</i> |
|---|---|---|
| 4 | Students are given opportunities to communicate through discussion of literature and through presentation of literature, such as poetry. | |
| Materials provide opportunities for students to express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements. (1.1.B1) | | |
| 0 | This text should be used for AP Spanish Literature preparation - therefore, students will have mastered these expressions by the time they begin using this text. | This text should be used for AP Spanish Literature preparation - therefore, students will have mastered these expressions by the time they begin using this text. |
| Materials provide opportunities for students to respond to one-on-one interactions, simple questions and simple requests. (WL – 1.1.B2) | | |
| 4 | Though speaking is not a huge concentration of this text or AP - Spa. Lit. preparation, students are given opportunities to discuss the literature. | |
| Materials provide opportunities for students to incorporate appropriate gestures in conversations. | | |
| 0 | Since this course does not concentrate as much on speaking, students do not need the emphasis on using appropriate gestures. | |
| Materials provide opportunities for students to create descriptions within contexts. (WL – 1.1.B6) | | |
| 4 | Though concentration is primarily on written descriptions, students are frequently asked to describe literary passages as well as their reflections on them, showing their abilities to meet this standard. | |
| Materials provide opportunities for students to exchange information with peers and others. (WL – 1.1.B7) | | |
| 4 | These opportunities are present through students' discussion of literature in text. | |
| Materials provide opportunities for students to use different ways to express the same idea WL – 1.1.03 | | |
| 4 | While not a specific concentration of text, students are able to gain new vocabulary from literary works to help them with circumlocution. | |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

| <i>Rating</i> | <i>Strength</i> | <i>Weakness</i> |
|---|---|-----------------|
| Materials provide opportunities for students to understand and interpret written and spoken language on a variety of topics. | | |
| 4 | Students are able to interpret various types of literary passages and can also being to understand them in a spoken sense through the use of CD set. | |
| Materials provide opportunities for students to respond appropriately to familiar directions, instructions and commands. (WL – 1.2.B1) | | |
| 4 | All items in text are in Spanish, so opportunities are abundant. | |
| Materials provide opportunities for students to identify and use some aural, visual and contextual clues to derive meaning. (WL 1.2.B4) | | |
| 4 | While the clues used are mostly visual and contextual with respect to this text, students will employ these frequently as they read. | |
| Materials provide opportunities for students to identify main ideas and key words in level appropriate speech and print material. (WL 1.2.B7) | | |
| 4 | Comprehension questions guide students to accomplish this. | |
| Materials provide opportunities for students to present prepared material (e.g., poems, dialogues, songs) to audiences. (WL – 1.2.B3) | | |
| 4 | Since text contains a great deal of poems and plays, students are given ample opportunity to present this material rather than merely read it. | |
| Materials provide opportunities for students to summarize main ideas of selected authentic and/or contextualized materials (e.g., stories, TV commercials) (WL – 1.3.B7) | | |
| 4 | The excerpts in this text are very authentic, taken from various authors of the Spanish-speaking world, and students are expected to summarize stories in order to reflect on them. | |
| Materials provide opportunities for students to narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday). | | |
| 4 | Narration of events limited to solely summarization, but opportunities exist nonetheless. | |
| Textbook/instructional material is organized according to the natural acquisition of language through function. | | |
| 0 | 0 | 0 |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

| Rating | Strength | Weakness |
|---|--|--|
| Emphasis is placed on lifelong learning by suggesting uses of the target language for personal enjoyment and enrichment. | | |
| 4 | Text empowers students to read various types of literary works, which allows students to see the benefit in using Spanish to read. | |
| Students are given opportunities to gain knowledge and understanding of other cultures, as well as their own. | | |
| 4 | Cultural emphasis is embedded in content, but students are able to understand culture through the stories they read. | |
| Cultural information is authentic and current. | | |
| 4 | All literary excerpts are authentic. | |
| Cultural information reflects the diversity within the cultures (e.g. race, economics, political, social). | | |
| 4 | Literature in text reflects this diversity. | |
| Cultural information is presented in the target language whenever possible. | | |
| 4 | All information is presented in Spanish. | |
| Material integrates Arts and Humanities when possible. | | |
| 4 | When appropriate in literature, arts and humanities are integrated. | |
| Material provides opportunities for students to develop an understanding of the relationships between the products and perspectives of the culture by students opportunities to: | | |
| Yes | Identify common words, phrases and idioms | Yes Identify social, geographic, political factors that impact cultural practice |
| No | Identify commonly held generalizations about target culture | Yes Identify differences and similarities among same-language cultures |
| Yes | Identify products, expressive forms, contributions, objects, images, and symbols of target culture | |
| 4 | Only if mentioned in text - focus is on literature and historical/cultural context, not specifically on culture. | |
| Cultural information reflects the influence of the target culture in the United States and around the world. | | |
| 4 | Deals with all Spanish-speaking countries. | |
| Content reinforces knowledge of other disciplines through the target language. | | |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

| <i>Rating</i> | <i>Strength</i> | <i>Weakness</i> |
|---|--|-----------------|
| 0 | 0 | 0 |
| Linguistic connections are made among languages. | | |
| 0 | | |
| Structural patterns are identified in both the target language and the student's own language. | | |
| 0 | No English - therefore, no pattern comparisons. | |
| Historical connections are made among languages. | | |
| 0 | | |
| Materials provide connections with target culture through technology media, and authentic resources. | | |
| 4 | In this case, authentic resources are the literary works contained in this textbook. | |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Description of Gratis Items

KY-2C

All blank entries due to lack of information provided by the publisher.

| | |
|---|--|
| Company | Pearson Education, Inc., PA Pearson Prentice Hall |
| Title of Textbook or Program Bid | Momentos cumbres de las literaturas hispanicas |
| Prepared By | Hope Heredia, State Adoption Administrator |
| Date | 4-Jun-04 |
| ISBN (Item 1) | 013140959X |
| Copyright Date | 2004 |
| Title of Item | Student Audio CDs |
| If packet, list the contents | 2 Audio CDs |
| Description of Items including Packet Contents | The Student Audio (2 CDs) contains readings by a variety of people, in some cases by the poets themselves, of all poetry selections from the text to enable students to hear and feel the rhythm of each poem. |
| Current Catalogue Price | \$14.47 |